




**Geography: Progression in Disciplinary knowledge**

	EYFS	KS1	LKS2	UKS2
<p><b>Mapping</b></p> 	<ul style="list-style-type: none"> <li>• Draw maps for real (classroom) or fictional places in books read.</li> <li>• Identify the school setting using aerial views- identify simple features.</li> <li>• Note and record the weather and identify seasonal features.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a globe, atlas, and map to locate the UK and Europe, continents, oceans and Equator.</li> <li>• Find information on a site map and aerial photograph of the school.</li> <li>• Use a plan view to make a map of a desk or the classroom.</li> <li>• Make a map of the classroom and school and use symbols on maps (own and class agreed symbols)</li> <li>• Begin to realise why maps need keys.</li> <li>• Recognise that maps need a title.</li> <li>• Use direction including 4-point compass (N, S, E and W).</li> <li>• Create a map of a local street with key and symbols.</li> <li>• Locate North and South Poles on a map.</li> <li>• Use aerial photographs and Google Earth to identify landmarks and key human and physical features.</li> <li>• Draw objects to scale (for example, on table or tray using squared paper 1:1, then 1:2 and so on)</li> </ul>	<ul style="list-style-type: none"> <li>• Use direction including 8-point compass directions.</li> <li>• Use maps and atlases to: identify counties and key topographical features within the UK; locate mountains and volcanoes around the world and wet and dry places.</li> <li>• Use some ordnance survey maps.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use 4-figure grid references to locate features.</li> <li>• Use and recognise some OS map symbols on a map.</li> <li>• Create a land-use map using a key.</li> <li>• Locate and map major tectonic plates and identify distribution zones.</li> <li>• I can use maps and aerial views to help me talk about for example, views from high places I can make a simple scale plan of room with whole numbers for example, <math>1 \text{ sq.cm} = 1 \text{ square tile on the floor}</math> moving onto <math>1\text{cm}^2 = 1\text{m}^2</math>.</li> <li>• Use maps at more than 1 scale.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and interpret climate data and create climate graphs.</li> <li>• Identify different types of map: physical, political, climate and topographic.</li> <li>• Use OS maps to undertake 4 and 6-figure grid references.</li> <li>• Locate the main rivers of the UK using an OS map, identifying their source and mouth.</li> <li>• Use an atlas to identify major world rivers.</li> <li>• Locate the main rainforest biomes around the world using an atlas.</li> <li>• Use maps at more than one scale.</li> <li>• Know 1:25,000 symbols and atlas symbols.</li> <li>• Use an online map to zoom in on locations where a company is based and then to other places linked to the manufacture of its products.</li> <li>• Use latitude and longitude to identify places in the world.</li> <li>• Calculate times around the world using a time zone map.</li> </ul>

			<ul style="list-style-type: none"> <li>• Map water flow on the school and grounds.</li> <li>• Use maps to compare population and rainfall in the UK.</li> <li>• Identify water projects around the world and locate on a world map.</li> <li>• Read and compare climate graphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that height is shown on Ordnance Survey maps using contour lines.</li> <li>• Make a 3D model from a contour pattern.</li> <li>• Use a compass to plan a journey</li> </ul>
<p><b>Fieldwork enquiry</b></p> 	<ul style="list-style-type: none"> <li>• Identify a contrasting environment and identify some natural and man-made features.</li> <li>• Identify ways that we care for the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>• Use observational skills to note the difference between human and physical features.</li> <li>• Use a map of the school to identify human physical features.</li> <li>• List the features at the beach and what people do there.</li> <li>• Make notes and take photographs of features in their local street.</li> <li>• Identify changes in the local street and list advantages and disadvantages.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey the local town to investigate environmental quality.</li> <li>• Investigate and assess traffic control measures in South Wimbledon.</li> <li>• Use observational skills to note the difference between human and physical features.</li> <li>• Use a map to plan a class trip to a London Park or landmark.</li> <li>• Visit a London Park and survey the human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit a woodland to study the trees, plants and animals, as an ecosystem.</li> <li>• Identify, sketch and measure river features.</li> </ul>
<p><b>Enquiry and vocabulary</b></p> 	<ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country.</li> <li>• Use relevant, specific vocabulary to describe contrasting locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about /describe a locality using some appropriate vocabulary e.g. features, location, geographical characteristics and what happens there.</li> <li>• Use information books/pictures as sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the amounts of water used by different people in different countries around the world.</li> <li>• Begin to ask/initiate geographical questions and offer own ideas.</li> <li>• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use primary and secondary sources of evidence in their investigations.</li> <li>• Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> </ul>



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Where is it? What's it like?

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